



Arizona Department of Education  
Tom Horne, Superintendent of Public Instruction

# 2008-2009 Professional Development Catalogue

Comprehensive System of  
Personnel Development

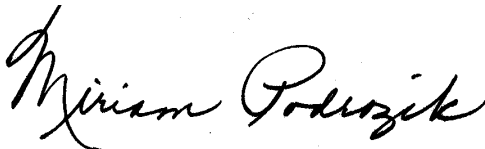
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**Comprehensive System of Personnel Development  
Exceptional Student Services  
Arizona Department of Education**

The Comprehensive System of Personnel Development (CSPD) is mandated under IDEA to ensure that the Arizona State Department and public education agencies take steps to recruit, hire, and retain highly qualified special education teachers. Professional development for special education teachers and other personnel is aimed at providing them with the knowledge and skills to deliver scientifically-based instruction that is likely to improve outcomes for children with disabilities. All professional development designed, implemented, and evaluated by CSPD adheres to the National Staff Development Council Standards.

As part of the professional development offered by CSPD, this catalog was developed to help educators plan for professional development training applicable to school staff needs. You will find descriptions of professional development opportunities designed with the educator in mind. Some development opportunities will require a team structure. Schools will be asked to choose people who are committed to new learning and sharing the learning with others at their respective school sites. Please note that all trainings provide an intent, description, application process, and planned outcomes.

It is the desire of CSPD to ensure that the time and financial commitment of participants is honored by creating professional development that is timely, professionally presented, and uses research-based programs and practices. If you have ideas regarding other areas of professional development you feel would be helpful, please contact me at [Miriam.Podrazik@azed.gov](mailto:Miriam.Podrazik@azed.gov). CSPD personnel will be happy to consider your ideas involving high quality professional development.

A handwritten signature in black ink that reads "Miriam Podrazik". The signature is fluid and cursive, with the first name "Miriam" and last name "Podrazik" clearly distinguishable.

Miriam Podrazik, Director  
Comprehensive System of Personnel Development  
Arizona Department of Education  
Exceptional Student Services

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## A+ New Teacher Training

Intent	Description	Application	Outcomes
<p>A+ new teacher training is a program designed to provide first year K-6 teachers every possible advantage to prepare for their first year as a teacher.</p>	<p>New teachers will come together for three days in July to develop a personal action plan for the first day, week, and year of school. Leading experts will present best-practice information on a variety of educational topics designed to support general and special educators including:</p> <ul style="list-style-type: none"> <li>• Classroom management</li> <li>• Working with special needs children</li> <li>• Parent communication</li> <li>• Instructional tips with lesson planning</li> <li>• Other pertinent information necessary for first year teachers to experience success.</li> </ul> <p>Participants will be given access to the AZTALK website to seek advice and share ideas throughout the school year. This website was developed to enhance networking among teachers and to provide a risk free environment for asking questions and sharing concerns.</p>	<p><b><u>Dates and Location: 2008-2009</u></b>  <b>Phoenix:</b>  Jul. 14-16, 2008; Feb. 20, 2009 (Black Canyon)  Sept. 5, 2008 and Dec. 5, 2008 (ADE - Palm Lane office)  <b>Flagstaff:</b>  Jul. 17-19, 2008 and Sept. 12, 2008 (High Country)  Dec. 12, 2008 and Feb. 27, 2009 ( Radisson Woodlands)  <b>Tucson:</b>  Jul. 21-23, 2008; Sept. 26, 2008; Dec. 19, 2008 and Mar. 6, 2009 (Holiday Inn Tucson)</p> <p><b><u>Audience:</u></b>  First year teachers only. Grades K-6, general education or special education. Must bring a reading teacher's edition to the summer training.</p> <p><b><u>Cost:</u></b> \$600 for 6 days of training and web support throughout the year</p> <p><b><u>Number of Participants/Teams:</u></b>  A maximum of 50 teachers will be enrolled.</p> <p><b><u>Cancellation/Substitution Policy:</u></b>  Registration fee will not be returned if cancelling after June 15, 2008. All requests for refunds and cancellations must be made in writing. Schools that do not attend and fail to cancel within the allotted time will be responsible for the payment of the registration fee. No substitutions accepted.</p> <p><b><u>Grant Available:</u></b> No</p> <p><b><u>Register at:</u></b>  <a href="http://www.ade.az.gov">www.ade.az.gov</a> Calendar of Events</p>	<ul style="list-style-type: none"> <li>• New teachers will develop a personal action plan to begin their first year of teaching</li> <li>• New teachers will be given tools by which to ensure successful implementation of teaching strategies and classroom management</li> <li>• New teachers will understand how to work with special education students, including understanding and implementing an I.E.P., working with parents of special needs children, and experiencing an overview of special education law</li> <li>• New teachers will be given an overview of RTI, differentiation, how to conduct parent/teacher conferences, time management, and how to use formative and summative assessments</li> </ul> <p>For more information contact:  Patricia Allison at  <a href="mailto:Patricia.Allison@azed.gov">Patricia.Allison@azed.gov</a>  602-364-2195</p>

## Arizona High Achievement for All AHAA

Intent	Description	Application	Outcomes
<p>This three year institute is designed to assist schools K-12 with site reform that ensures instruction meets the needs of all learners and results in high achievement.</p> <p>This is the sixth cohort led by Diana Browning Wright to begin the AHAA Institute. Past participating teams have reported that they attribute the training received at AHAA for raising AIMS scores, meeting AYP, reducing discipline referrals, and contributing to more collaboration between special and general education teachers.</p>	<p>School teams will be provided evidence-based methods to implement effective instruction, differentiated curriculum, accommodations for learners, modifications to curriculum, and behavior support.</p> <p>Year One is a series of three two-day trainings that focuses on:</p> <ul style="list-style-type: none"> <li>• Establishing a belief system that all learners can achieve</li> <li>• Establishing a knowledge base for effective components of differentiated instruction for all</li> <li>• Monitoring student progress and implementing appropriate interventions to remove behavioral barriers to academic success</li> <li>• Developing a school action plan</li> </ul>	<p><b><u>Dates and Locations:</u></b> October 24-25, 2008 December 12-13, 2008 January 23-24, 2009</p> <p><b><u>All Sessions:</u></b> Desert Willow Conference Center 4340 E. Cotton Center Blvd. Phoenix, AZ 85040 602-431-0001</p> <p><b><u>Audience:</u></b> School teams (K-12) must include an administrator, a special education teacher, and a general education teacher.</p> <p><b><u>Cost:</u></b> \$600 per person for six days of training</p> <p><b><u>Cancellation/Substitution Policy:</u></b> No rotation of staff or substitutions will be permitted. All requests for refunds and cancellations must be made in writing and received one week prior to the start of the training series. Schools that do not attend and fail to cancel within the allotted time will be responsible for the payment of the registration fee.</p> <p><b><u>Grant Available:</u></b> Yes</p> <p><b><u>Register at:</u></b> Application for competitive &amp; non-competitive grants must be made electronically through the Grants Management Enterprise through the common logon. For assistance contact the district or charter school administrative office.</p>	<p>Participants will:</p> <ul style="list-style-type: none"> <li>• Create school action plan to initiate and sustain site reform for increasing achievement for all students</li> <li>• Establish effective teaching skills to improve student achievement</li> <li>• Implement differentiated instructional strategies for students with and without disabilities, English language learners, and students whose characteristics interfere with mastery of standards</li> </ul> <p>For more information contact Carol Crawford: <a href="mailto:carol.crawford@azed.gov">carol.crawford@azed.gov</a> 602-364-2338</p> <ul style="list-style-type: none"> <li>•</li> </ul>

## Arizona Multi-Tiered System of Instructional Support AzMSIS

Intent	Description	Application	Outcomes
<p>AZ Multi-Tiered System of Instructional Support (AzMSIS) is available for school teams who choose to use AzMSIS as their Child Find process.</p>	<p>AzMSIS (formerly RTI) offers training to teams in how to assess reading, writing, math, and behavior, find the students at risk, provide interventions, and progress monitor their success. Three years of training are provided.</p> <p>Teams will learn how to use data to make instructional decisions. Other components are:</p> <ul style="list-style-type: none"> <li>▪ Screening several times a year to find those students at-risk</li> <li>▪ Three-tiered model of instruction using progress monitoring data to make instructional decisions</li> <li>▪ Scientifically-based, researched (SBR) interventions/instruction through all tiers</li> <li>▪ A process in place to assess the integrity of the implementation of instruction and progress monitoring at each tier</li> <li>▪ Team problem-solving approach that includes a review of existing data using convergent and divergent data for decisions</li> <li>▪ Parent involvement at each tier</li> </ul>	<p><b><u>Dates and Locations: 2008-2009 Year 1</u></b></p> <p>September 5 - 6, 2008 (Sept. 4<sup>th</sup> for district administrators) Desert Willow Conference Center</p> <p>December 5 - 6, 2008 Crowne Plaza – Metro</p> <p>April 24 - 25, 2009 Black Canyon Conference Center</p> <p><b><u>Audience:</u></b></p> <p>Teams are required for training. The team should have an administrator, general education teacher, special education teacher, psychologist, and Title 1 teacher, if applicable. No more than seven members on a team. Smaller districts and charters may require less team members.</p> <p><b><u>Cost:</u></b></p> <p>\$600.00 per person for the six days of training.</p> <p><b><u>Cancellation/Substitution Policy:</u></b></p> <p>No rotation of staff or substitutions will be permitted. All requests for refunds and cancellations must be made in writing and received one week prior to the start of the training series. Schools that do not attend and fail to cancel within the allotted time will be responsible for the payment of the registration fee.</p> <p><b><u>Grant Available:</u></b> Yes</p> <p><b><u>Register at:</u></b></p> <p>Application for competitive &amp; non-competitive grants must be made electronically through the Grants Management Enterprise through the common logon. For assistance contact the district or charter school administrative office.</p>	<p><b><u>First Year Outcomes:</u></b></p> <ul style="list-style-type: none"> <li>• Develop teaming skills</li> <li>• Learn how to screen and progress monitor reading and math</li> <li>• Learn how to use data to make instructional decisions</li> <li>• Create a process of fidelity of implementation</li> <li>• Establish a Tier One SBR core curriculum and instruction</li> <li>• Establish two to three SBR interventions in reading and math</li> </ul>



# Arizona Students Achieving Mathematics Academy ASAMA

Intent	Description	Application	Outcomes
ASAMA is a K-3 math academy that assists schools in cultivating improved strategies for teaching mathematics to all students.	<p>Schools will form K-3 teams to learn and implement math strategies that support core curricula. The teams will also create a plan to provide professional development to other staff members at their schools. Leading experts will present best-practices in math strategies, data-decision making strategies, and assistive technology.</p> <p>Participants will be given a resource CD, Math Discussion Builder Posters, National Council of Teachers of Mathematics (NCTM) Assessment book, Cognitively Guided Instruction book, and assorted assistive technology instruments.</p> <p>Participants will also have access to the ASAMA website to access latest research, tips, and resources in mathematics.</p>	<p><b><u>Dates and Location: 2008-2009</u></b>  September 19-20, 2008  October 17-18, 2008  November 21-22, 2008  January 30-31, 2009</p> <p><b><u>All sessions:</u></b>  Desert Willow Conference Center  4340 E. Cotton Center Blvd.  Phoenix, AZ 85040  602-431-0001</p> <p><b><u>Audience:</u></b>  Open to schools that have been identified as demonstrating low performance in math</p> <p><b><u>Cost:</u></b>  \$800 for 8 days of training and materials</p> <p><b><u>Number of Participants/Teams:</u></b>  A maximum of 12 school teams.  Each team will consist of 1 kindergarten teacher, 1 first grade teacher, 1 second grade teacher, 1 third grade teacher, 1 special education teacher, 1 administrator and 1 parent (parent optional).</p> <p><b><u>Cancellation/Substitution Policy:</u></b>  No rotation of staff or substitutions will be permitted. All requests for refunds and cancellations must be made in writing and received one week prior to the start of the training series. Schools that do not attend and fail to cancel within the allotted time will be responsible for the payment of the registration fee.</p> <p><b><u>Grant Available:</u></b> Yes</p> <p><b><u>Register at:</u></b>  Application for competitive &amp; non-competitive grants must be made electronically through the Grants Management Enterprise through the common logon. For assistance contact the district or charter school administrative office.</p>	<ul style="list-style-type: none"> <li>• Learn and apply strategies for teaching mathematics with an emphasis on number and number sense for all students with or without disabilities</li> <li>• Utilize the Arizona Academic Standards to create mathematics instructional strategies for all students with or without disabilities</li> <li>• Analyze assessment data to drive mathematics instruction for all students with or without disabilities</li> <li>• Utilize assessment/progress monitoring throughout the school year</li> <li>• Develop and create a classroom center system utilizing the Student, Environment, Task, Technology (SETT) process to enhance instruction in mathematics</li> <li>• Utilize a math tool kit to aide in differentiated instruction, accommodations, and modifications to enhance mathematics instruction for all students with or without disabilities</li> <li>• Create a research-based action plan to improve and enhance mathematics instruction</li> </ul> <p>Contact: Debbie Coleman,  Project Coordinator  602-364-4026  <a href="mailto:debbra.coleman@azed.gov">debbra.coleman@azed.gov</a></p>

## Arizona With Inclusive Schools AZ WINS

Intent	Description	Application	Outcomes
<p><b>AZ WINS TRAININGS</b> are designed to provide hands-on, practical strategies for implementing inclusive schooling practices for students with moderate to severe disabilities.</p> <p><b>PROJECT GOALS</b></p> <ul style="list-style-type: none"> <li>To increase high quality, inclusive opportunities for students with moderate to severe disabilities (preschool thru high school)</li> <li>To positively impact the education of all students through educating school staff in evidence-based best practices of inclusive education</li> <li>To create nationally recognized model schools in inclusive education</li> </ul>	<p><b>PROJECT OUTLINE</b>  <b>**The first day</b> of all trainings (not applicable to the Summer Institute) is for <b>individuals and teams</b>. The <b>second day</b> of the trainings provides a combination of practical applications and team activities; therefore <b>only teams may attend</b>.</p> <p>A team can consist of two or more members. Ideally, teams should consist of 4 to 6 core members including a general education teacher, special education teacher, principal, parent, and paraeducator. Other team members may include but are not limited to: psychologist, administrators, and school personnel.</p> <p>It is expected that the core team members must be present at all trainings unless noted in the application.</p>	<p><b><u>Dates and Location: 2008-2009</u></b></p> <p>Teaching Students with Severe Disabilities in Inclusive Settings: Collaborative Teaming to Ensure Access to General Education Classrooms  <b>October 24-25, 2008</b></p> <p>Teaching Students with Severe Disabilities in Inclusive Settings: Adapting the General Education Curriculum  <b>November 21-22, 2008</b></p> <p>Teaching Students with Severe Disabilities in Inclusive Settings: Linking IEP Goals to the General Education Curriculum  <b>February 6-7, 2009</b></p> <p>Summer Institute on Inclusive School Practices  <b>June 12-13, 2009</b></p> <p><b>All sessions:</b>  Desert Willow Conference Center  4340 E. Cotton Center Blvd.  Phoenix, AZ 85040  602-431-0001</p> <p><b>Except:</b>  Summer Institute to be held at the Black Canyon Conference Center  9440 N. 25<sup>th</sup>. Ave.  Phoenix, AZ 85021  602-944-0569</p> <p><b><u>Audience:</u></b>  All personnel who support students with moderate to severe disabilities and parents</p>	<p><b>AZ WINS</b> will increase the capacity of participants to include students with moderate to severe disabilities in general education classrooms/com-munities by:</p> <ol style="list-style-type: none"> <li>Increasing the number of students who are included and</li> <li>Increasing the amount of time that each student is meaningfully involved in general education settings by</li> </ol> <ul style="list-style-type: none"> <li>Adapting general education curriculum to meet the strengths and needs of students</li> <li>Documenting student progress in inclusive environments</li> <li>Identifying and utilizing learning opportunities in the general education environments</li> <li>Assessing general education environments by performing ecological inventories</li> <li>Actively increasing and empowering student choice and self-determination opportunities</li> <li>Involving students and families in the IEP process</li> <li>Developing inclusive IEPs</li> <li>Collaborating both formally and informally</li> <li>Increasing peer interactions</li> <li>Recognizing and articulating the benefits of inclusive education</li> </ul>



## Arizona With Inclusive Schools AZ WINS

Teams will receive the following:

1. A series of trainings with nationally recognized educator, speaker, and author, Dr. June Downing.
2. A Summer Institute on Inclusive Practices with numerous national and local experts on inclusive practices.
3. On-site visits from SUPPORT Cadre Consultants to assist with specific needs related to the AZ WINS project goals.

**Questions:**

AZ WINS Training  
Coordinators

Sherry Mulholland  
[mulhollandmatsutakeout@yahoo.com](mailto:mulhollandmatsutakeout@yahoo.com)  
520-292-1342

Andrea O'Brien  
[Andrea.m.obrien@cox.net](mailto:Andrea.m.obrien@cox.net)  
480-219-2106

**Cancellation/Substitution Policy:**

No rotation of staff or substitutions will be permitted. All requests for refunds and cancellations must be made in writing and received one week prior to the start of the training series. Schools that do not attend and fail to cancel within the allotted time will be responsible for the payment of the registration fee.

**Grant Available:** Yes

**Register at:**

Application for competitive & non-competitive grants must be made electronically through the Grants Management Enterprise through the common logon. For assistance contact the district or charter school administrative office.

More information regarding  
registration/billing please contact:

Cynthia Bradley  
[Cynthia.Bradley@azed.gov](mailto:Cynthia.Bradley@azed.gov)  
602-542-4469

**AZ WINS (With Inclusive Schools)  
Individual Registration**

**Please select the days you wish to attend:**

Teaching Students with Severe Disabilities in Inclusive Settings: Collaborative Teaming to  
Ensure Access to General Education Classrooms

\_\_\_ October 24, 2008    \*\$100

Teaching Students with Severe Disabilities in Inclusive Settings: Adapting the General  
Education Curriculum

\_\_\_ November 21, 2008    \*\$100

Teaching Students with Severe Disabilities in Inclusive Settings: Linking IEP Goals to the  
General Education Curriculum

\_\_\_ February 6, 2009    \*\$100

Summer Institute on Inclusive Practices

\_\_\_ June 12, 2009    \*\$100

\_\_\_ June 13, 2009    \*\$100

**All trainings will be held in PHOENIX** (Continental breakfast and lunch provided)

All trainings (except Summer Institute) will be held at:

Desert Willow Conference Center

4340 E. Cotton Center Blvd.

Phoenix, AZ 85040

602-431-0001

**Fridays – Registration 8:00am, Training: 9:00am – 4:00pm**

\*Scholarships available for family members and full-time students.

For more information please contact the AZ WINS Training Coordinators:

Sherry Mulholland

[mulhollandmatsutakeout@yahoo.com](mailto:mulhollandmatsutakeout@yahoo.com)

520-292-1342

Andrea O'Brien

[andrea.m.obrien@cox.net](mailto:andrea.m.obrien@cox.net)

480-219-2106

**AMOUNT ENCLOSED: \_\_\_\_\_ (Due 5 business days prior to the training)**

\_\_\_\_\_  
Individual Name

\_\_\_\_\_  
School/Agency

\_\_\_\_\_  
Billing Address

\_\_\_\_\_  
City, State, Zip Code

\_\_\_\_\_  
Phone

\_\_\_\_\_  
Email

Send payment by check/purchase order to:

**Arizona Department of Education/ESS**

Attention: Miriam Podrazik

1535 W. Jefferson, Bin 24

Phoenix, AZ 85007

FAX- 602-364-1115

More information regarding

registration/billing please contact:

Cynthia Bradley

[Cynthia.Bradley@azed.gov](mailto:Cynthia.Bradley@azed.gov)

602-542-4469

## Autism Spectrum Disorder Training Series ASD

Intent	Description	Application	Outcomes
<p>The Autism Spectrum Disorder Training Series is designed to provide participants with a series of trainings covering evidence-based best practices for working with students with autism spectrum disorder. The series will feature nationally known presenters in the areas of: characteristics, instructional strategies, communication, social skills, behavior, and evaluation.</p>	<p><b>PROJECT OUTLINE</b>  <b>**The first day</b> of all trainings and the Summer Institute, is for <b>individuals and teams</b>. The <b>second day</b> of the trainings provides a combination of practical applications and team activities; therefore <b>only teams may attend</b>.</p> <p>Teams should consist of 4 to 6 members including a special education teacher, psychologist, parent, and speech pathologist. Other team members may include but are not limited to: general education teacher, administrators, and school personnel.</p> <p>It is required that the core team members must be present at all trainings.</p>	<p><b><u>Dates and Location: 2008-2009</u></b>            Characteristics - September 12-13, 2008            Instructional Strategies - October 17-18, 2008            Communication/Social Skills - November 14-15, 2008            Behavioral Strategies - January 23-24, 2009            Evaluation - February 27-28, 2009            Ziggurat Training - April 3-4, 2009</p> <p>Summer Institute - June 12-13, 2009</p> <p><b><u>All sessions:</u></b>            Desert Willow Conference Center            4340 E. Cotton Center Blvd.            Phoenix, AZ 85040            602-431-0001</p> <p><b><u>Except:</u></b>            Summer Institute to be held at            Black Canyon Conference Center            9440 N. 25<sup>th</sup> Avenue            Phoenix, AZ 85021            602-944-0569</p> <p><b><u>Audience:</u></b>            Staff and family members who support students with ASD, teachers, parents, related service providers, administration.</p> <p><b><u>Cancellation/Substitution Policy:</u></b>            No rotation of staff or substitutions will be permitted. All requests for refunds and cancellations must be made in writing and received one week prior to the start of the training series. Schools that do not attend and fail to cancel within the allotted time will be responsible for the payment of the registration fee.</p> <p><b><u>Grant Available:</u></b> Yes</p> <p><b><u>Register at:</u></b>            Application for competitive &amp; non-competitive grants must be made electronically through the Grants Management Enterprise through the common login. For assistance contact the district or charter school administrative office.</p>	<p>The ASD training will increase capacity of participants to:</p> <ul style="list-style-type: none"> <li>• Increase effective teaching strategies for students with ASD</li> <li>• Integrate assessment, instruction, intervention, and evaluation methods unique to each model to meet students' educational needs</li> <li>• Enhance the ability of students to function effectively in inclusive settings</li> <li>• Effectively communicate with parents and paraprofessionals working with students with Autism Spectrum Disorders</li> <li>• Increase effective intervention methods</li> <li>• Increase effective evaluation methods and data analysis</li> <li>• Apply this knowledge in relevant educational placements</li> <li>• Train teams to conduct trainings in your schools, districts and/or regions</li> </ul> <p>Questions:            ASD Training Coordinator            Andrea O'Brien  <a href="mailto:Andrea.m.obrien@cox.net">Andrea.m.obrien@cox.net</a>            480-219-2106</p>

**Autism Spectrum Disorder Training Series  
Individual Registration  
(Due 5 business days prior to the training)**

**\*One day training=\$100**  
**\*All 5 Fridays = \$500**  
**\*Summer Institute=\$100/day**

Please select the days you wish to attend:

- ☐ Characteristics - September 12, 2008
- ☐ Instructional Strategies - October 17, 2008
- ☐ Communication/Social Skills - November 14, 2008
- ☐ Behavioral Strategies - January 23, 2009
- ☐ Evaluation - February 27, 2009
- ☐ Ziggurat Model – April 3-4, 2009
- ☐ Summer Institute June 12 - 13, 2009

Number of Trainings\_\_\_\_ X \$100.00 = \_\_\_\_\_

All trainings (except Summer Institute) will be held at:

Desert Willow Conference Center  
4340 E. Cotton Center Blvd.  
Phoenix, AZ 85040  
602-431-0001

All trainings will be held in Phoenix (Continental breakfast and lunch provided)  
Fridays- Registration: 8:00 am, Training: 9:00am-4:00pm

Individual Name	School/Agency
Billing Address	
City, State, Zip Code	
Phone	Email

\*Scholarships available for family members and full-time students. Contact ASD Training Coordinator: Andrea O'Brien: [andrea.m.obrien@cox.net](mailto:andrea.m.obrien@cox.net)

Register online at: [www.ade.az.gov](http://www.ade.az.gov) on the ADE Calendar of Events.

Send payment by check/purchase order to:  
**Arizona Department of Education/ESS**  
Attention: Miriam Podrazik  
1535 W. Jefferson, Bin 24  
Phoenix, AZ 85007  
FAX- 602-364-1115

More information regarding  
registration/billing please contact:  
Cynthia Bradley  
[cynthia.bradley@azed.gov](mailto:cynthia.bradley@azed.gov)  
602-542-4469

Content Questions: Contact Andrea O'Brien, ASD Training Coordinator 480-219-2106,  
[andrea.m.obrien@cox.net](mailto:andrea.m.obrien@cox.net)

## Capacity Building Coaching

Intent	Description	Application	Outcomes																				
This training will provide information needed to effectively communicate with others through the language of coaching.	<p>This four, two-day training series is designed to assist participants in developing the language of coaching. Participants are introduced to the Communication Interaction Continuum and are given many opportunities to practice coaching individuals, as well as, teams.</p> <p>After completing this training, many participants are offered the opportunity to coach a team for a stipend, in one of CSPD’s professional development trainings. The trainings that require coaches are AzMSIS (Arizona Multi-tiered System of Instructional Support), Systemic Change in Reading, AHAA (Arizona High Achievement for All), ASAMA (Arizona Students Achieving Mathematics Academy), PDLA (Professional Development Leadership Academy), and PBISAz (Positive Behaviorial Interventions and Supports).</p>	<p><b><u>Dates and Locations: 2008-2009</u></b></p> <table><tr><td><b>Phoenix Cohort K</b></td><td><b>Flagstaff Cohort M</b></td></tr><tr><td>August 1-2, 2008</td><td>January 21-22, 2009</td></tr><tr><td>August 8-9, 2008</td><td>February 11-12, 2009</td></tr><tr><td>October 24-25, 2008</td><td>March 25-26, 2009</td></tr><tr><td>November 14-15, 2008</td><td>April 29-30, 2009</td></tr></table> <table><tr><td><b>Tucson Cohort L</b></td><td><b>Phoenix Cohort N</b></td></tr><tr><td>October 2-3, 2008</td><td>February 19-20, 2009</td></tr><tr><td>October 16-17, 2008</td><td>March 5-6, 2009</td></tr><tr><td>October 30-31, 2008</td><td>April 2-3, 2009</td></tr><tr><td>December 4-5, 2008</td><td>May 7-8, 2009</td></tr></table> <p><b><u>Audience:</u></b> Teachers, Instructional Coaches, District Administrators, Principals, Psychologists, and Staff Development Coordinators</p> <p><b><u>Cost:</u></b> \$800 for the 8 days of training</p> <p><b><u>Cancellations/Substitution Policy:</u></b> All requests for refunds and cancellations must be made in writing and received one week prior to the start of the training. Participants who do not attend and fail to cancel within the allotted time will be responsible for the payment of the registration fee.</p> <p><b><u>Register at:</u></b> See attached form.</p>	<b>Phoenix Cohort K</b>	<b>Flagstaff Cohort M</b>	August 1-2, 2008	January 21-22, 2009	August 8-9, 2008	February 11-12, 2009	October 24-25, 2008	March 25-26, 2009	November 14-15, 2008	April 29-30, 2009	<b>Tucson Cohort L</b>	<b>Phoenix Cohort N</b>	October 2-3, 2008	February 19-20, 2009	October 16-17, 2008	March 5-6, 2009	October 30-31, 2008	April 2-3, 2009	December 4-5, 2008	May 7-8, 2009	<p>Participants will:</p> <ul style="list-style-type: none"><li>• Develop individual coaching skills</li><li>• Learn researched based steps to support and facilitate teams</li><li>• Build administrator and teacher leadership capacity</li><li>• Practice skills to effectively communicate with parents, students, and other staff</li><li>• Utilize the coaching planning and reflecting template to guide others to improve their professional growth</li><li>• Increase team collaboration using systemic teamwork practices</li><li>• Improve the effectiveness of instructional coaches and staff developers</li></ul> <p>For more information contact Lisa Andrew: <a href="mailto:lisa.andrew@azed.gov">lisa.andrew@azed.gov</a> 602-542-4466</p>
<b>Phoenix Cohort K</b>	<b>Flagstaff Cohort M</b>																						
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# Application to Become a Capacity Building Coach

Name: \_\_\_\_\_

Employer: \_\_\_\_\_

Home Phone: \_\_\_\_\_ Cell Phone: \_\_\_\_\_

Work Phone: \_\_\_\_\_ ext. \_\_\_\_\_ Fax: \_\_\_\_\_

Billing Address: \_\_\_\_\_

Street: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Mailing Address (if different from Billing Address):

Street: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

E-mail Address: \_\_\_\_\_

Are you currently a SUPPORT Cadre member? Yes ☐ No ☐

Which Cohort are you applying for?

\_\_\_\_ **Cohort K - Phoenix** ☐

August 1 - 2, 2008  
August 8 - 9, 2008  
October 24 - 25, 2008  
November 14 - 15, 2008

\_\_\_\_ **Cohort M - Flagstaff** ☐

January 21 - 22, 2009  
February 11 - 12, 2009  
March 25 - 26, 2009  
April 29 - 30, 2009

\_\_\_\_ **Cohort L - Tucson** ☐

October 2 - 3, 2008  
October 16 - 17, 2008  
October 30 - 31, 2008  
December 4 - 5, 2008

\_\_\_\_ **Cohort N - Phoenix** ☐

February 19 - 20, 2009  
March 5 - 6, 2009  
April 2 - 3, 2009  
May 7 - 8, 2009

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First day of each session: 8:00-9:00a.m. Registration and Breakfast 9:00am - 4:00pm Training Session  
Second day of each session: 7:30-8:00a.m. Registration and Breakfast 8:00am - 3:00pm Training Session  
Lunch is included in the registration fee.

Participants will be given a certificate of attendance at each training for Continuing Education hours.



## Directors Institute

Intent	Description	Application	Outcomes
<p>This annual conference is designed to provide special education personnel, administrators, support staff, and parents a variety of information and resources for special education. All sessions utilize an interactive format.</p>	<p>The Directors Institute conference is a potpourri of general sessions that cover a broad range of areas in special education. There also are sessions specifically designed for secretaries.</p> <p>Each day provides information regarding federal and state requirements and resources for all special education personnel and parents.</p> <p>For a detailed description of each day's events, please go to the website:</p> <p><a href="http://www.ade.az.gov">www.ade.az.gov</a> – Calendar of Events, September 8 – 12, 2008</p>	<p><b><u>Dates and Locations: 2008-2009</u></b> September 8 - 12, 2008</p> <p><b><u>Location:</u></b> Wigwam Resort 300 N. Wigwam Blvd. Litchfield, AZ 85340 623-935-3811 or 800-327-0396</p> <p><b><u>Audience:</u></b> Directors, administrators, psychologists, secretaries, teachers, support staff and parents</p> <p><b><u>Cost:</u></b> \$100 per person per day of training</p> <p><b><u>Cancellations/Substitution Policy:</u></b> All requests for refunds and cancellations must be made in writing and received one week prior to the start of the training. Participants who do not attend and fail to cancel within the allotted time will be responsible for the payment of the registration fee.</p> <p><b><u>Register at:</u></b> <a href="http://www.ade.az.gov">www.ade.az.gov</a> – Calendar of Events</p> <p><i>*Please note, Online registrations will close as of August 27, 2008. Walk-ins are welcome after August 27, 2008.</i></p>	<p>Participants will:</p> <ul style="list-style-type: none"> <li>• Network with other personnel across the state</li> <li>• Learn new state and federal information on the law</li> <li>• Acquire an understanding of the resources available to schools through the Arizona Department of Education</li> </ul>

## New Special Education Directors Training

Intent	Description	Application	Outcomes
<p>This training will provide information needed to effectively work as a first year special education director.</p>	<p>These two, one-day training sessions are designed to assist special education directors during their first year.</p> <p>The first session will introduce the directors to the ESS staff and the services they provide. A calendar with timelines and deadlines will be presented and reviewed.</p> <p>The second session will focus on walking through the monitoring process with samples of student data. The monitoring guide steps will be utilized to assist in this compliance process.</p>	<p><b><u>Dates and Locations: 2008-2009</u></b></p> <p><b>September 8, 2008</b> Wigwam Resort 300 Wigwam Blvd. Litchfield, AZ 85340 623-935-3811 or 800-327-0396</p> <p><b>December 10 or 11, 2008</b> Black Canyon Conference Center 9440 N. 25th Ave. Phoenix, AZ 85021 602-944-0569</p> <p><b><u>Audience:</u></b> First year special education directors</p> <p><b><u>Cost:</u></b> \$100 per day</p> <p><b><u>Cancellations/Substitution Policy:</u></b> All requests for refunds and cancellations must be made in writing and received one week prior to the start of the training. Participants who do not attend and fail to cancel within the allotted time will be responsible for the payment of the registration fee.</p> <p><b><u>Grant Available:</u></b> No</p> <p><b><u>Register at:</u></b> <a href="http://www.ade.az.gov">www.ade.az.gov</a> – Calendar of Events</p>	<p>Participants will:</p> <ul style="list-style-type: none"> <li>• Become aware of the units within Exceptional Student Services (ESS) that can provide technical assistance</li> <li>• Identify special education timelines and deadlines</li> <li>• Become familiar with the monitoring guide steps</li> <li>• Identify performance indicator data through a hands-on application of compliance monitoring</li> </ul>

## Positive Behavioral Interventions and Supports in Arizona PBISAz

Intent	Description	Application	Outcomes
Building capacity for improved student discipline in Arizona's schools through training and technical assistance in positive behavioral interventions and supports.	<p>This project provides school stakeholders with training, technical assistance, and professional development activities to help schools improve the effectiveness with which to:</p> <ul style="list-style-type: none"> <li>• Address student behavior</li> <li>• Reduce the time spent on managing problem behavior and thereby increasing time for teaching</li> <li>• Develop a positive learning climate</li> </ul> <p>The training includes guidance on how to effectively assess an organization's behavior management systems and processes through data collection. Additionally, effective use of positive behavioral supports for challenging individual and group situations will be covered. This is accomplished through seven, one or two-day workshops and conferences for school teams over the course of two years, university online courses in PBIS and school wide positive behavior support (SWPBS), and on-site technical assistance. In addition, the project provides training for a project coach's ongoing support in the district or school.</p>	<p><b><u>Dates and Locations: 2008-2009</u></b></p> <p><b><u>1st Year schools:</u></b> August 22 &amp; 23, 2008 November 7, 2008 April 24, 2009</p> <p><b><u>2nd Year schools:</u></b> September 26 &amp; 27, 2008 February 12 &amp; 13, 2009 April 23, 2009</p> <p><b><u>All sessions:</u></b> Desert Willow Conference Center 4340 E. Cotton Center Blvd. Phoenix, AZ 85040 602-431-0001</p> <p><b><u>Audience:</u></b> Districts and school leadership teams, including teachers, coaches, administrators, curriculum coordinators, assessment directors, counselors, psychologists, behavior specialists, parent and/or other personnel.</p> <p><b><u>Cost:</u></b> \$100.00 per person per day</p> <p><b><u>Cancellation/Substitution Policy:</u></b> No rotation of staff or substitutions will be permitted. All requests for refunds and cancellations must be made in writing and received one week prior to the start of the training series. Schools that do not attend and fail to cancel within the allotted time will be responsible for the payment of the registration fee.</p> <p><b><u>Grant Available:</u></b> Yes</p> <p><b><u>Register at:</u></b> Application for competitive &amp; non-competitive grants must be made electronically through the Grants Management Enterprise through the common logon. For assistance contact the district or charter school administrative office.</p>	<p>Participants will:</p> <ul style="list-style-type: none"> <li>• Understand basic concepts and approaches used in PBIS</li> <li>• Recognize the importance of data collection to assessment and improvement of behavior management systems based on findings of data collected</li> <li>• Build systems, processes, and protocols based on the research-based, effective, positive and proactive approaches of Positive Behavior Support</li> <li>• Recognize importance of administrative support and participation</li> <li>• Build internal supports through development of leadership team and coaches</li> <li>• Institutionalize ongoing assessment and PBIS principles</li> </ul> <p>For more information, contact: Yadira Flores <a href="mailto:Yadira.Flores@asu.edu">Yadira.Flores@asu.edu</a></p>

## Principals Institute

Intent	Description	Application	Outcomes
<p><u>I. Fall: Threat Session</u></p> <p>To provide school principals with strategies to implement an effective threat assessment plan for students with and without special education eligibility.</p> <p><u>II. Spring: Aggression Session</u></p> <p>To provide principals with research-based methods to evaluate and decrease aggressive behavior. Alternatives to suspension for students with and without disabilities will be targeted.</p>	<p>I. The Fall Threat Session will review best practice for school safety maintenance as outlined by the FBI, Secret Service, and Federal Department of Education. Attention will be given to the intersection of special education law, federal laws (FERPA, Safe Schools Act, 4<sup>th</sup> Amendment free speech rights). Liability concerns of staff will be reviewed in detail.</p> <p>II. The Spring Aggression Session will review research-based methods to evaluate and decrease aggressive behavior. Principals will be provided with tools to decrease, eliminate, and respond to aggression.</p> <p>Faculty: Diana Browning Wright continues her second year with the Principals Institute.</p>	<p><b><u>Dates and Locations: 2008-2009</u></b></p> <p><b><u>Phoenix:</u></b> September 8, 2008 Elementary March 23, 2009 September 9, 2008 Secondary March 24, 2009</p> <p><b><u>Flagstaff:</u></b> September 25, 2008 Elementary March 19, 2009 September 26, 2008 Secondary March 20, 2009</p> <p><b><u>Tucson:</u></b> September 29, 2008 Elementary March 25, 2009 September 30, 2008 Secondary March 26, 2009</p> <p><b><u>Audience:</u></b> School Principals</p> <p><b><u>Cost:</u></b> \$100 per day</p> <p><b><u>Cancellation/Substitution Policy:</u></b> All requests for refunds and cancellations must be made in writing and received one week prior to the start of the training. Schools that do not attend and fail to cancel within the allotted time will be responsible for the payment of the registration fee.</p> <p><b><u>Register at:</u></b> <a href="http://www.ade.az.gov">www.ade.az.gov</a> – calendar of events</p>	<p>Participants will:</p> <ul style="list-style-type: none"> <li>• Learn time efficient team threat processes in alignment with federal recommendations</li> <li>• Identify proactive methods of identifying who truly poses a threat on school campuses</li> <li>• Gain strategies to respond to threats/violence</li> <li>• Receive legally defensible and effective protocol for immediate use</li> </ul> <p>For more information contact Carol Crawford: <a href="mailto:carol.crawford@azed.gov">carol.crawford@azed.gov</a> 602-364-2338</p>

# Professional Development Leadership Academy

## PDLA

Intent	Description	Application	Outcomes
<p>Learn how to make a difference in teacher learning leading to a difference in student learning. Learn what forms of professional development are most likely to improve instruction. Learn how to create “in-house” professional development expertise and savvy. Schools and districts will develop:</p> <ul style="list-style-type: none"> <li>• Expanded leadership</li> <li>• Increased teacher knowledge and collaboration</li> <li>• An ability to track the impact of investments in staff development</li> <li>• Reduced reliance on consultants and vendors</li> <li>• Improved instruction</li> <li>• Improved student learning</li> </ul>	<p>The three-year curriculum helps small teams of educators from the same school, district, or program, learn how to collaboratively design, implement and evaluate a high quality, effective professional development (PD) plan, focused on improving schools and increasing student achievement. Each year the training series consists of four, two-day sessions and a three-day Summit in June.</p> <p><b>Year 1</b> Focus on PD program design basics including research-based, data-driven decision making, National Staff Development Council standards, and PD models</p> <p><b>Year 2</b> Focus on piloting a PD plan, understanding the change process, establishing PD accountability, and evaluating systems</p> <p><b>Year 3</b> Focus on refining and expanding the PD plan, systemic change and sustaining leadership of improvement efforts</p>	<p><b><u>Date(s) and Locations: 2008 - 2009</u></b></p> <p><b>Phoenix Area - Year 1</b>  October 3-4, 2008  November 7-8, 2008  January 30-31, 2009  April 24-25, 2009</p> <p><b>Northern Arizona - Year 1</b>  October 10-11, 2008  November 14-15, 2008  February 27-28, 2009  March 27 – 28, 2009</p> <p><b>Summit</b>  June 15 – 18, 2009</p> <p><b><u>Investment Costs:</u></b>  \$800.00 per person for all four learning-action sessions plus \$300.00 per person for June Summit. An additional fee of \$400.00 per Team Leader is required.</p> <p><b><u>Suggested sources of Funding for teams include:</u></b>  Federal funds allocated to LEAs and schools for Title I, Title I School Improvement, Part B Special Education and Title II, as well as M &amp; O and 301 funds.</p> <p><b><u>Payment:</u></b>  Registrations must be accompanied by full annual payment for all participants in the form of a check or purchase order. If you wish to have leader fees (\$400) waived, the form must be accompanied by a letter from an administrator affirming they will provide the entire PDLA team four half days for on-site work sessions.</p> <p><b>Make checks payable to:</b>  Arizona Department of Education/PDLA.  Send to: Candace Burch  Arizona Department of Education  1535 W. Jefferson, Bin 31  Phoenix, AZ, 85007  Phone: 602-364-2192 or 602-364-1391  FAX: 602-542-1141</p> <p><b>Refunds</b>  All requests for refunds must be made in writing and received one week prior to the start of the series.</p>	<p>Participants will:</p> <ul style="list-style-type: none"> <li>• Describe, analyze, &amp; critique their school or district’s current approach to PD</li> <li>• Gather and review data</li> <li>• Interpret and prioritize school data and documents to decide on relevant PD interventions</li> <li>• Implement, evaluate and continually improve the PD plan through two planning cycles</li> <li>• Demonstrate skillful collaboration with team members and with colleagues</li> <li>• Determine how to build support for the systemic changes that are necessary to sustain quality PD</li> <li>• Execute strategies to sustain quality PD for school improvement and increased student achievement</li> </ul>

## Special Education Learning Experiences for Competency in Teaching SELECT

Intent	Description	Application	Outcomes
Offering courses for special education teachers, administrators, and paraprofessionals to meet certification or re-certification requirements or to provide information for anyone working with children with disabilities.	<p>SELECT primarily emphasizes coursework for personnel working on emergency special education certification. The classes also meet re-certification requirements for regular and special education teachers and SELECT courses provide special education training to people who want to expand their skills in working with children with disabilities.</p> <p>SELECT courses are graduate level and are equivalent to courses taught at state colleges and universities. The one valuable difference is that the SELECT program offers these classes outside of a degree program without prerequisites or a complicated application process. This means that SELECT allows Arizona teachers statewide, who either already have a master's degree or who do not have the time or resources to complete a degree program, access to the same high-quality classes.</p> <p>SELECT offers courses in most specialized certification areas such as Cross Categorical, Learning Disabilities, Mild and Moderate Mental Retardation, Early Childhood Special Education, Emotional Disabilities, and Severe and Profound Disabilities. Courses are also offered on topics such as Disability Law, Autism, Behavior Management, Traumatic Brain Injuries, Gifted Education, Attention Deficit and Hyperactivity Disorder, Transition Services, and Assistive Technology.</p>	<p><b><u>Audience:</u></b> Anyone needing information on working with children with disabilities; especially school personnel, general and special education teachers, administrators, and paraprofessionals.</p> <p>Participants can enroll for professional growth contact hours for free or for Northern Arizona University credit hours.</p> <p>Information on the enrollment process can be found on-line at: <a href="http://www.nau.edu/ihd/SELECT/index.shtml">http://www.nau.edu/ihd/SELECT/index.shtml</a></p>	<p>Participants will:</p> <ul style="list-style-type: none"> <li>• Gain needed credit hours to meet certification requirements</li> <li>• Gain needed professional growth contact hours to meet re-certification requirements</li> <li>• Learn best practices in special education</li> <li>• Meet and work with other educational professionals who share their day-to-day classroom experiences</li> </ul> <p><b>Scheduling and Programmatic Questions Contact:</b></p> <p><a href="mailto:Select@nau.edu">Select@nau.edu</a></p> <p>Amy Grey at <a href="mailto:amy.grey@nau.edu">amy.grey@nau.edu</a> 520-879-7924</p> <p><a href="http://www.nau.edu/ihd/SELECT/index.shtml">http://www.nau.edu/ihd/SELECT/index.shtml</a></p>



## Systemic Change in Reading

Intent	Description	Application	Outcomes
<p>This two year training is designed to assist schools K-6 with the process of implementing systemic change in order to improve reading instruction and achievement. Strategies for K-3 will be highlighted as early intervention is critical.</p> <p>It will provide teams with scientifically research-based strategies to effectively improve the performance of all students including students with disabilities. The collaboration of special and general education will be emphasized throughout the trainings.</p>	<p>Year One is a series of four two-day trainings that focus on:</p> <ul style="list-style-type: none"> <li>• Team Building</li> <li>• Initiating and sustaining systemic change</li> <li>• Action Planning</li> <li>• Data analysis that drives instructional practice</li> <li>• Scientifically-based researched (SBR) instructional methods and intervention strategies in the five critical areas of reading</li> <li>• Differentiated instructional strategies, accommodations, and modifications to maximize reading success for all students</li> </ul> <p>Attention is given to K-3 as early intervention is key to improving reading achievement.</p>	<p><b><u>Dates and Locations: 2008-2009</u></b>  September 19-20, 2008 – Sheraton Phoenix Airport Hotel  November 21-22, 2008-Desert Willow  February 6-7, 2009-Desert Willow  April 24-25, 2009-Desert Willow</p> <p><b>Sheraton Phoenix Airport Hotel</b>  1600 S. 52<sup>nd</sup> St., Tempe, AZ  <b>Desert Willow Conference Center</b>  4340 E Cotton Center Blvd., Phoenix, AZ</p> <p><b><u>Audience:</u></b>  Teams from schools that have more than 30% of all students and/or 63% of students with disabilities not meeting the reading standards on the 3<sup>rd</sup> grade AIMS are eligible.</p> <p>School teams must include an administrator, a special education teacher, and a general education teacher.</p> <p><b><u>Cost:</u></b>  \$800 per person for the 8 days of training</p> <p><b><u>Cancellation/Substitution Policy:</u></b>  No rotation of staff or substitutions will be permitted. All requests for refunds and cancellations must be made in writing and received one week prior to the start of the training series. Schools that do not attend and fail to cancel within the allotted time will be responsible for the payment of the registration fee.</p> <p><b><u>Grant Available:</u></b> Yes</p> <p><b><u>Register at:</u></b>  Application for competitive &amp; non-competitive grants must be made electronically through the Grants Management Enterprise through the common login. For assistance contact the district or charter school administrative office.</p>	<p>Participants will:</p> <ul style="list-style-type: none"> <li>• Create school action plans to initiate and sustain systemic change in reading instruction to increase student achievement</li> <li>• Utilize Curriculum-Based Measurements (CBM) for on-going student benchmarking and progress monitoring throughout the year</li> <li>• Analyze assessment data to drive instructional practices</li> <li>• Apply SBR strategies for the five critical areas of reading instruction and interventions</li> <li>• Implement differentiated instructional practices, accommodations, and modifications</li> </ul> <p>For more information contact Carol Crawford:  <a href="mailto:carol.crawford@azed.gov">carol.crawford@azed.gov</a>  602-364-2338</p>

**System for Utilizing Peers in Program support ORganization and Technical assistance  
SUPPORT Cadre**

Intent	Description	Application	Outcomes
<p>To provide special educators with support, guidance and technical assistance in a timely and collegial manner. Peer consultants who are special educators and from various locations around the state that have the expertise, knowledge and skills are assigned to requests for assistance regarding a special education need or interest. The intent of the SUPPORT Cadre is to provide support that is essential to recruit and retain quality educators so that special education students have successful school experiences.</p>	<p>The SUPPORT Cadre is a FREE resource sponsored by the Exceptional Student Services Unit at the Arizona Department of Education to provide technical assistance to educators and administrators in public education programs serving exceptional students.</p> <p>The SUPPORT Cadre matches peer consultants with requests for assistance from schools. This is an opportunity to tap in to the best kind of knowledge, the hands-on experience from those who are currently working or have worked in the field and have expertise in best practices.</p>	<p>A representative from the school makes a request for consultation in an area of special education by contacting the coordinator via phone, email or fax. A SUPPORT Cadre consultant with the expertise required to address the request is contacted to consider the consultative assignment. If the consultant agrees to accept the consultation he/she contacts the school representative and arranges to provide assistance onsite or via email/phone.</p> <p>Available year-round.</p> <p><b>Contact Information:</b> June Torrance SUPPORT Cadre Coordinator <a href="mailto:june.torrance@azed.gov">june.torrance@azed.gov</a> 480-570-9046 Fax: 480-675-0493</p> <p>Brochure, request form and application to become a SUPPORT Cadre Consultant are available online at: <a href="http://www.ade.state.az.us/ess/cspd/personneldev/cadre/">http://www.ade.state.az.us/ess/cspd/ personneldev/cadre/</a></p>	<ul style="list-style-type: none"> <li>• Prepare educators to understand and appreciate all students, create safe, orderly and supportive learning environments, and hold high expectations for academic achievement</li> <li>• Assist students with meeting rigorous academic standards and to have a successful academic experience</li> </ul>

## IDEA Capacity Building Grants

Intent	Description	Application	Outcomes
<p>IDEA capacity building grants encourage the development and implementation of programs that help meet the education requirements of students with and without disabilities. The grants emphasize increasing the level of educators' knowledge and skills in areas of national, state, and local concern through a variety of training and mentoring opportunities.</p>	<p>Competitive and non-competitive grant funding supports team training, professional development, and other grant-related activities that promote the kind of deep systemic change resulting in increased student achievement.</p> <p>Current competitive grants are:</p> <ul style="list-style-type: none"> <li>▪ Autism Spectrum Disorder (ASD)</li> <li>▪ Highly Qualified Paraprofessional</li> <li>▪ Paraprofessional Training</li> <li>▪ Paraprofessional Tuition Assistance</li> <li>▪ School-wide Positive Behavior Supports</li> <li>▪ Systemic Change in Reading</li> <li>▪ Seamless Transition to Full Community Participation</li> </ul> <p>Non-competitive grants are:</p> <ul style="list-style-type: none"> <li>▪ <u>A</u>rizona <u>H</u>igh <u>A</u>chievement for <u>A</u>ll (AHAA, registration scholarships)</li> <li>▪ <u>A</u>rizona <u>W</u>ith <u>I</u>nclusive <u>S</u>chools (ArizonaWINS, mini-grant)</li> <li>▪ Arizona Students Achieving Mathematics Academy (ASAMA)</li> <li>▪ Response to Intervention (RTI, mini-grant) for AzMSIS training</li> </ul>	<p><b><u>Date(s)/Location:</u></b> Grant submission deadlines are grant specific Training dates &amp; locations are grant specific</p> <p><b><u>Audience:</u></b> Grant target audiences are grant specific</p> <p><b><u>Cost:</u></b></p> <ul style="list-style-type: none"> <li>▪ Allowable grant amounts are grant specific</li> <li>▪ Each grant has designated allowable expenditures</li> </ul> <p><b><u>Number of Participants/Teams:</u></b> Grant specific</p> <p><b><u>How to Apply:</u></b> Application for competitive &amp; non-competitive grants must be made electronically through the Grants Management Enterprise through the common logon. For assistance contact the district or charter school administrative office.</p>	<p>Training grants have grant-specific outcomes.</p>

## National Staff Development Council (NSDC) Standards for Staff Development<sup>2</sup>

Context Standards	Process Standards	Content Standards
<p>Staff Development that improves the learning of all students:</p> <ul style="list-style-type: none"> <li>• <b>Learning Communities</b> Organizes adults into learning communities whose goals are aligned with those of the school and district</li> <li>• <b>Leadership</b> Requires skillful school and district leaders who guide continuous instructional improvement</li> <li>• <b>Resources</b> Requires resources to support adult learning and collaboration</li> </ul>	<p>Staff Development that improves the learning of all students:</p> <ul style="list-style-type: none"> <li>• <b>Data-Driven</b> Uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement</li> <li>• <b>Evaluation</b> Uses multiple sources of information to guide improvement and demonstrate its impact</li> <li>• <b>Research-Based</b> Prepares educators to apply research to decision making</li> <li>• <b>Design</b> Uses learning strategies appropriate to the intended goal</li> <li>• <b>Learning</b> Applies knowledge about human learning and change</li> <li>• <b>Collaboration</b> Provides educators with the knowledge and skills to collaborate</li> </ul>	<p>Staff Development that improves the learning of all students:</p> <ul style="list-style-type: none"> <li>• <b>Equity</b> Prepares educators to understand and appreciate all students, create safe, orderly and supportive learning environments, and hold high expectations for their academic achievement</li> <li>• <b>Quality Teaching</b> Deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately</li> <li>• <b>Family Involvement</b> Provides educators with knowledge and skills to involve families and other stakeholders appropriately</li> </ul>

<sup>2</sup>Adapted from the [www.nsd.org](http://www.nsd.org)